

Stanley County School District Improvement Plan/Progress Report Form

Principle 5 – Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The students' present levels of performance did not consistently have documentation of the areas to addressed.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The areas to be addressed will be included on students' present levels of performance.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Areas to be addressed will be documented in each student's present levels of performance.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The areas to be addressed will be written in the student's IEP present levels of performance.</p> <p>What data will be given to SEP to verify this objective? The special education director will check current IEP present levels of performance. The number of IEPs checked and the number of present levels of performance that have areas to be addressed will be sent to the SEP.</p>		<p>Special Education Director</p>	<p>Met 5/20/05</p>	
<p>Please explain the data (6 month)</p> <p>49 IEPS were checked –47 met the criteria for present levels of performance</p>				

Principle 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The students' functional assessment information on the present levels of performance was not skill specific.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will write present levels of performance that are skill specific based on the student's functional assessment information.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will base a student's present levels of performance on skill specific functional assessment information.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? A student's functional assessment information will be used 100% of the time to write skill specific present levels of performance. What data will be given to SEP to verify this objective? Current IEP present levels of performance will be checked for skill specific functional assessment information in two student IEPs completed by each of the district's special education teachers and speech/language therapist. The number meeting this objective will be sent to the to the SEP.		Special Education Teachers, Speech/Langua ge Therapist and Special Education Director	Met 5/20/05	
Please explain the data (6 month) 6 IEPs were checked – all 6 met the objective				

Stanley County School District Improvement and Progress Report Form

Principle 5 – Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Measurable annual goals were not consistently written with the inclusion of the criteria in the annual goal or short-term objectives.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Student IEPs will have measurable annual goals and a statement of the criteria in the annual goal or short-term objectives.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will write student IEPs that have measurable annual goals and the criteria documented in the annual goal or short-term objectives.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will include measurable annual goals in all students IEPs.</p> <p>What data will be given to SEP to verify this objective? Current student IEPs completed by each of the district's special education teachers and the speech/language therapist will be checked for measurable annual goals. The number checked and meeting this objective will be mailed to the SEP.</p>		<p>Special Education Teachers, Speech/Langua ge Therapist and Special Education Director</p>	<p>Met 5/20/05</p>	
<p>Please explain the data (6 month)</p> <p>49 IEPs were checked – 49 met this goal</p>				

6 month reporting date 5/15/2005

Closed 5/20/05

2. What will the district do to improve? Student IEPs will state the criteria either in the annual goal or short-term objectives. What data will be given to SEP to verify this objective? Current student IEPs completed by each of the district's special education teachers and the speech/language therapist will be checked to verify the criteria is stated in the annual goal or short-term objectives. The number checked and meeting this objective will be sent to the SEP.		Special Education Teachers, Speech/Language Therapist and Special Education Director	Met 5/20/05	
Please explain the data (6 month) 49 IEPs were checked – 49 met goal				

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Principle 5 – Individualized Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition age student IEPs did not have individualized statements of needed transition services for students by the age of sixteen or younger, if appropriate.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The IEPs for transition age students, age 16 or younger, if appropriate, will address the student's interests and needs as determined through student interview and transition assessment information.
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Transition age student IEPs will have documentation of transition services that are individualized and address a student's needs, preferences and interests.

6 month reporting date 5/15/2005

Closed 5/20/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>What will the district do to improve? When writing transition age student IEPs, the district will write individualized transition services based on a student's needs, interests and preferences.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all the current IEPs of students' age 16 and older for documentation of individualized transition services. The number of student IEPs checked and the percentage meeting this objective will be mailed to the SEP.</p>		Special Education Director		
<p>Please explain the data (6 month)</p> <p>4 IEPs were reviewed that address this goal- all met the goal</p>				

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Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>No documentation was found that an agency representative who may be responsible for providing transition services was invited to any of the IEP meetings of student's age 16 or older.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>An agency representative responsible for the provision of transition services will be invited to the IEP meeting of every student age 16 and older.</p>

6 month reporting date 5/15/2005

Closed 5/20/05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Transition age student's, age 16 or older, files will contain documentation that an agency representative was invited to the IEP meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>What will the district do to improve? When an IEP meeting is held for a student age 16 or older, an invitation will be sent to an agency representative who is likely to provide transition services.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all current files of students' age 16 and older for documentation that an agency representative was invited to the IEP meetings. The SEP will be sent the number of files checked and the number that meet this objective.</p>		Special Education Director		
<p>Please explain the data (6 month)</p> <p>4 IEPs were checked relative to this goal – all 4 met the criteria</p>				